DOCUMENT RESUME

ED 294 985 CE 048 009

AUTHOR Eno, Rebecca A.
TITLE The Family That Reads Together. A Report on 310 Project #87-98-7017.
INSTITUTION Center for Literacy, Inc., Philadelphia, PA.
SPONS AGENCY Pennsylvania State Dept. of Education, Harrisburg.
PUB DATE 31 Aug 87
NOTE 31p.; For a related document, see CE 048 010.
PUB TYPE Reports - Descriptive (141)

EDRS PRICE MF01/PC02 Plus Postage.
DESCRIPTORS *Adult Basic Education; Beginning Reading; Books; *Childrens Literature; Cooperative Programs; Library Services; *Literacy Education; *Oral Reading; Outreach Programs; *Parent Education; *Reading Aloud to Others; School Community Relationship; Workshops
IDENTIFIERS 310 Project

ABSTRACT

A project was conducted to help nonreading parents who want to read to their children but feel that they are not good enough readers to do so. The primary objectives of the project were to demonstrate that there are children's books that beginning readers can read to their children, to offer suggestions about reading to children, and to provide opportunities to share experiences and concerns, and to practice reading some children's picture books in a supportive and nonthreatening atmosphere. Local education and community service agencies interested in participating in the family reading project were identified. Then, in collaboration with the Free Library of Philadelphia and nine of the local education and community service programs, eight two-part family reading workshops were held for nonreading parents. The first session of each workshop was hosted by a community program, and the second half was held at a nearby branch of the library. Overall, the project was quite successful and well received, the main problem being poor workshop attendance at some sites. It was felt that attendance could be improved by allowing for seasonal conditions and child care needs when scheduling future workshops. (Appendixes include the initial project letter and questionnaire, workshop schedules, and workshop materials. Resource lists include books: (1) for parents; (2) for preschool children; (3) about black children; and (4) to use with Spanish-American children. (MN)

****
* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *
****

ED294985

A Report on 310 Project #87-98-7017

THE FAMILY THAT READS TOGETHER

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
This document has been reproduced as received from the person or organization originating it.
Minor changes have been made to improve reproduction quality.
Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

"PERMISSION TO REPRODUCE THIS MATERIAL HAS BEEN GRANTED BY

J Christopher

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)."

Rebecca A. Eno, Project Director

The Center for Literacy, Inc.
3723 Chestnut Street
Philadelphia, PA 19104-3189
(215) 382-3700

JoAnn Weinberger, Executive Director

August 31, 1987

Federal Funds: $4766 Local Matching Funds: $530

This report is the result of a project supported in whole or in part by the U.S. Office of Education and the Pennsylvania Department of Education. However, the opinions expressed herein do not necessarily reflect the position or policy of the U.S. Department of Education or the Pennsylvania Department of Education, and no official endorsement should be inferred.

Copies of this report and the accompanying booklet have been filed with the ERIC and AdvancE clearinghouses.

CED 48005

Table of Contents

Abstract 3

Introduction 4

Goals & Objectives 7

Procedures 8

Evaluation 12

Recommendations. 17

Dissemination. 18

Appendices:

A. Initial Letter & Questionnaire. 19

B. Workshop Schedules & Explanatory Letter . 21

C. Useful Resources. 24

D. Workshop Materials. 25

Abstract

Literacy students frequently mention a desire to read to their children as one of their main reasons for improving their own reading. Often, these parents have no family literacy model to rely on; they feel that they cannot read anything, including picture books, and they really cannot read the popular "how to read to children" handbooks.

This project set out to help such non-reading parents by: 1.) demonstrating that there are children's books they can read; 2.) offering suggestions about reading to children (including an easy to read booklet); and 3.) providing opportunities to share experiences and concerns and to practice reading some children's picture books in a supportive, non-threatening atmosphere.

From July 1986 through June 1987, the Center for Literacy collaborated with the Free Library of Philadelphia and nine other local education and community service programs to present nine two-part workshops on reading to children for parents who have difficulty with reading.

This report will be of most interest to individuals who work with non-reading parents: ABE/literacy and early childhood teachers, counselors and administrators, and children's librarians.

Introduction

The adults who come to Philadelphia's Center for Literacy (CFL) give many different reasons for wanting to improve their reading. One of the most compelling motivations, as well as one of the most frequently mentioned is: "I want to be able to read to my children." These parents*, and many others like them who are non-readers or beginning readers, are at a real loss: they are convinced that they can't read anything, including children's picture books; they truly cannot read the popular "how to read to children" handbooks; and they usually lack a personal family literacy model to draw upon, having seldom been read to as children themselves.

That there is a strong connection between family reading behavior and a child's reading success is a common-sense notion which has lately received considerable attention in both educational and popular literature. Many children's educational programs, community programs, and libraries, as well as legislators at all governmental levels have become aware of this family reading connection and of their potential roles in promoting family literacy. In Philadelphia, the Friends of the Free Library has brought together 22 local agencies and institutions (including CFL) to form the Read Together Coalition.

---

*In this report, whenever the term "parent(s)" occurs, it is meant to include all adults who spend time with children in a care-giving role (guardians, grandparents, other relatives, baby-sitters, teachers aides, etc.)

The Coalition's mission is to promote family reading activities in the Philadelphia area. At the agency level, CFL had done some successful outreach to early childhood programs over the past few years, operating several adult literacy classes at day-care and Head Start sites.

This project, "The Family That Reads Together", was proposed as an innovative way for CFL to reach parents who are non-readers or beginning readers, strengthening our existing family literacy network and initiating new inter-agency relationships. The project was designed to run for a year. It featured the development of an easy-to-read booklet of suggestions for reading to children and the presentation of eight family reading workshops held at various educational, community, and library sites throughout the city.

It was assumed that, through this project, CFL could better serve parents who were already ABE/literacy students. It was also hoped that the project would help CFL reach non-reading parents not already enrolled in adult education: both directly (through the workshops) and indirectly (through our contacts with early childhood and community programs.) Interested parents would be referred to appropriate ABE/literacy programs.

The following agencies and individuals have been extremely helpful in the carrying out of this project:

Free Library of Philadelphia staff: Helen Mullen, Florence Packer, Kim Lasko, Frank Ferguson, Margaret Plotkin, Winston Moody, Wendy Robinson, Hedra Peterman, Natalie Baldwin, Sandra Ferrel, Barbara Baumgartner, Symme Benoff, and Jeanne Berdine.

Friends of the Free Library: Lynn Roberts

Spectrum Health Services: Rita Arrington

CCP's Centers for Adult Learning: Julia Eddy and Ms. White

Lutheran Settlement House Women's Program: Pennie Marcus and Gloria Still

Germantown Women's Education Project: Peggy McGuire

Mid-City YWCA: Jackie Brinkley

North Light Boys and Girls Club: Sandra Clark

Institute for Learning: Allen Lehrman

Fairhill Elementary School: Dr. Marylouise DeNicola

Frankford YWCA: Arlene Poulos and Linda Welch

Manna Head Start: Harvey P. Davis and Jacqui Everett

Goals & Objectives

The goal of this project was to help non-reading parents encourage their children's reading development by strengthening the parents' own self-confidence and reading skill. To this end, the following objectives were proposed:

a. To identify local education and community service agencies interested in participating in this family reading project.

b. To collaborate with the Free Library and interested programs (as determined above) in presenting eight two-part "Family Reading" workshops for non-reading parents: the first session of each to be hosted by a community program, the second held at a nearby branch of the Free Library.

c. To develop, field-test, and distribute an easy-to-read booklet about reading to children.

Procedures

During the summer of 1986, letters were sent to 664 local educational (early childhood and ABE/literacy), community, and other social service agencies. The letter explained the proposed project and invited agencies to become involved in two ways: by hosting a workshop and/or by passing on information and encouraging non-reading parents to attend. (The explanatory letter and accompanying mail-back questionnaire can be found in Appendix A.)

Of the 36 agencies which expressed an interest in hosting initial workshop sessions, nine were chosen based on geographic representation and accessability. The schedule of initial workshops was set, and copies were sent to the 664 agencies on the original mailing list. Meanwhile, the Free Library's Office of Work with Children determined which local branches would be able to provide follow-up sessions for the nine scheduled initial sessions. (See Appendix B for copies of the schedules and an explanatory letter.)

The next phase of the project involved designing the workshop and the booklet of suggestions. The workshop format was shaped primarily by experience in working with groups of adult literacy students: it needed to be friendly and informal (low-threat); it needed to invite and encourage participants to share their experiences and ideas; it needed to be positive in tone; and it needed to be structured yet flexible enough to go where participants wanted and needed it to go. Since it was possible

that this might be some parents' first contact with adult education, these points were especially important to consider.

The content of the pre-determined portions of the workshop was strongly influenced by personal observations of what does and doesn't work well in reading to children. This information was supplemented by several popular "how-to" books and some academic research into family reading behavior. Books and articles which proved especially useful and enlightening appear in Appendix C.

The booklet, Read to Me!, was designed to be used either within the workshop format or independently. It is similar to the workshop in both content (what, when, where, why and how to read to children, and how to practice oral reading skills) and tone (supportive and encouraging). Vocabulary, proximity to spoken language, print size, and page lay-out were all considered in the effort to make the booklet as easy to read as possible.

The workshops focussed on participants' concerns about reading to children. Therefore, each workshop went in a unique direction. Nevertheless, all the initial sessions included the following common activities:

1. Introductions of presenter(s) and participants (names, expectations and hopes for workshop outcomes, ages and interests of children).
2. Filling out the Information Sheet together.(See Appendix D for all workshop materials.)
3. Brainstorming reasons for reading to children.
4. Sharing past and current experiences of reading to children.
5. Discussing various factors: when and where to read to children, how to choose appropriate books, and where to find them.

6. Presenting categories of children's books; discussing and examining popular examples of the different types.

7. Suggesting ways to prepare to read aloud to children, including methods for practicing actual stories or books.

8. Informing participants of the library follow-up session.

9. Making appropriate referrals to literacy and ABE/GED programs.

10. Filling out the Workshop Evaluation sheet together.

Throughout each workshop, pertinent sections of the booklet, "Read to Me!" were read aloud (either by the workshop leader or by volunteers from the group.) The workshop leader generally adopted the role of facilitator, guiding the group through open discussion.

Each follow-up session took place in a nearby branch of the Free Library about two weeks after the initial session. In each case, the librarian(s) presented a display of popular children's books, guided participants through library procedures, assisted them in applying for library cards, and helped individuals locate books of interest. Each session allowed some time for browsing, and participants informally practiced reading children's books.

Since most of the participating librarians attended the initial sessions in their areas, the library sessions were clearly designed with the interests and concerns of the particular group of parents in mind. For example, one team of librarians made a point of addressing their group's concerns about helping older children choose appropriate books. Another group was very interested in activities to use along with picture books; that librarian gave many creative examples of games and

songs, as well as taking the group through the process of dramatizing a story with stick puppets.

Evaluation

Like most endeavors, this project was quite successful in some respects; less so in others. In terms of achieving the three proposed objectives, the project's accomplishments include:

Objective A. Many educational and human service agencies responded favorably to the initial interest survey. As previously noted, 36 agencies wanted to host workshops. An additional 24 programs actively requested workshop schedules and information to relay to their clients. Twenty-three programs asked for more information about CFL, indicating that they had clients they'd like to refer for literacy instruction.

In general, this project was quite successful at arousing interest and awareness among educational and human service professionals who are likely to encounter non-reading adults, and in particular, non-reading parents.

Objective B. The proposed scheduling goal of eight two-part workshops was exceeded: nine were offered. This was done to better accomodate the various neighborhoods in the city. Therefore, this objective was also met successfully - at least in terms of the number of workshops advertised and offered.

Objective C. The booklet about reading to children was developed, field-tested and revised over the course of the year. The final version, "Read to Me!" is attached to this report. The proposed 50 copies have been made available to those programs which expressed the most interest in this project. An additional 50 copies have been produced for use by CFL's own students.

Beyond the three major objectives, several other criteria were employed to judge the success of this project. A discussion of these follows.

Number of agencies participating. As reported, 60 agencies actively responded to the initial interest survey. It is difficult to know how many other agencies on the mailing list may have posted the workshop schedule or otherwise notified their clients or the general public. (A number of people called after having seen the schedule posted in public space.)

Number of complete workshops held. All nine of the initial workshop sessions were held and were attended by at least one person. Four of the workshops drew no one from the "target" audience of non-reading parents. Three of these sessions were attended by professional and volunteer staff from various programs. The fourth was a strange case in which the main participants present were eight elementary school children from an after-school program. Their parents were expected to attend, but they never appeared. In each of these unusual cases, the workshop format was adapted to the needs and interests of those present.

The library sessions were an altogether different story. Those which were to follow the four unusual cases explained above were simply cancelled, since they would have served little purpose. Of the remaining five, one went unattended, and another was indefinitely delayed. (Initially the delay was due to inclement weather, then the CCP-CLIC class effected was unable to provide a definite rescheduling date.)

The three library sessions that ran according to schedule made up in quality for the others. The librarians involved radiated an infectious enthusiasm, and provided wonderful experiences for the parents who attended.

Number of parents participating. All told, 89 adults attended the workshops. Of that total, 59 were, as far as could be determined, of the target population. The other 30 individuals attending included interested staff from the Free Library, the hosting programs, and various other programs.

Attendance varied significantly from site to site in numbers and types of people present. Aside from the presenter and library staff, the number of participants at individual workshops ranged from 1 - 22 (including parents and professionals who work with parents).

Several factors appeared to strongly influence attendance at the various workshops:

-weather: Two of the more poorly-attended workshop sessions occurred on bitter, icy days.

-existence of an ABE/literacy program at the site: Predictably enough, three of the four best-attended workshops took place where there were ready-made audiences of self-identified beginning readers.

-active interest and involvement by staff at the site: Two of the more poorly-attended workshops were held at sites where staff gave minimal or no attention to informing and encouraging their own clients to attend.

Number of parents receiving library cards. One of the unconditionally positive results of the project was that 19 parents applied for library cards.

Number of parents continuing as students or joining ABE/literacy programs as a result of this project. Of the 59

parents in attendance, most were already enrolled in ABE or literacy programs. The three hosting ABE programs (Community College CLIC, Lutheran Settlement House Women's Program, and the Germantown Women's Education Project) accounted for 32 of them. Two CFL students attended individually. Twenty-two others attended the workshop at Fairhill Elementary School. Most of these parents were involved with the school in some volunteer capacity (classroom aide, for example), or in the School District's Parent-Scholar Program. Only six of the parents were previously unreached by adult education.

Evaluations of the workshops and booklet by parent-participants and participating agencies. The responses from everyone involved were overwhelmingly positive. Of 44 responses received, 32 rated the workshop as "very useful". The rest said it was "somewhat useful". All but two respondents felt that they would use the booklet after they left the workshop.

The most popular thing about the workshop was getting "new ideas about reading to children", followed closely by "talking with other parents." The display of children's books, tips on how to practice reading out loud, and the booklet and other workshop materials were seen as of relatively less importance.

In examining the responses to the last three questions on the workshop evaluation sheet, it is important to realize that a number of staff responses got anonymously mixed in with those of the parents. Fifteen people reported reading to their children often, 18 reported reading to children sometimes, and 9 said they never read to their children. Most participants reported feeling

better about reading to their children as a result of the workshop; two said they did not, one wrote in "maybe", and eight didn't respond. Twenty-eight people said they thought they would read to their children more often as a result of the workshop, three said they didn't think they would, nine were not sure, and four chose not to respond.

Some miscellaneous evaluative comments from parent-participants:

"This was a very nice meeting. Hope to see you again."

[Regarding the booklet:] "Looks like it's all right here!"

[Regarding the assistance she received to apply for a library card:] "This is great! I went one time, and they shoved this form at me, and I couldn't figure it out so I left."

"I never would have guessed the libraries had all this to offer!"

Comments from participating agency staff:

"I enjoyed hearing from parents all the concerns, fears, frustrations they feel when dealing with their children's school experience."

"The students felt good about themselves after the workshop. They felt you respected them. You were not at all condescending - something they are always prepared for."

"The supportive environment and all the sharing and interaction of parents -- the information and ideas should be of great benefit to families."

"The students really appreciated the workshop. It inspired us to spend more class time at the library!"

Recommendations

Overall, this was quite an informative and successful project. The main problem encountered was poor workshop attendance at some sites. In future projects, seasonal conditions and the availability of childcare should be seriously considered when scheduling workshops.

Many of the people involved in this project volunteered suggestions for improving workshop attendance, many of which are quite time-intensive. Parents at Fairhill Elementary emphasized the necessity of following up any mailed information with a phone call when dealing with institutions and agencies. They also suggested spending a day or two at the school - especially at the beginning and end of the day - to talk directly with parents as they drop off and collect their children.

Another excellent idea came from staff at Spectrum Health Services. They thought that a good way to reach non-reading parents would be to set up shop in the waiting room at public health clinics (such as Spectrum). Stocked with a good supply of children's books and brochures about CFL's services, someone could demonstrate to weary parents the calming effect of a good story, encourage family literacy activities, and recruit some potential CFL students.

Dissemination Information

Copies of this final report and the booklet, "Read to Me!" have been filed with the Pennsylvania Department of Education, and the ERIC and AdvancE clearinghouses.

Fifty copies of "Read to Me!" have been distributed among the agencies which expressed the most interest in this project. Another 50 copies have been distributed within CFL for use of our own students.

Center For Literacy

3723 CHESTNUT STREET / PHILADELPHIA / PA / 19104-3189 / (215) 382-3700

July 22, 1986

Dear Friends:

"I want to be able to read to my children and get them into books." This goal is among the most frequently expressed by adults in literacy programs. These parents feel that their own poor reading skills prevent them from helping their children as much as they would like. Educators of children and adults, parents, researchers, librarians, politicians, and other interested citizens have become aware of the need to work together in an effort to promote family reading as a way to strengthen children's reading.

The Center for Literacy recently received a small grant from the Pennsylvania Department of Education to present eight workshops on reading to children for parents (and other adults who spend time with children) who are non-readers or beginning readers themselves. Parents will learn about the availability of wordless and easy-to-read picture books and be provided with opportunities to locate such books in the public library and to practice reading them orally. They will receive and discuss easy-to-read booklets of suggestions about how to read to children which will directly address the concerns of non-reading parents. The workshops will take place between November 1986 and May 1987, each one consisting of two sessions: the first in an early childhood or adult basic education site, and the second in a near-by branch of the Free Library.

The goal of the project is to reach as many non-reading parents as possible through these workshops. The key to our success lies in collaboration with other local agencies and organizations which have a vested interest in family literacy, including the Free Library of Philadelphia, the Read Together Coalition, area daycare, early childhood education and adult basic education programs, and other various family services. First we must identify those organizations which serve families who would benefit from the workshops. If your program fits that description, we hope you will want to participate in this project. We will need several early childhood and/or adult literacy programs to host workshops at their sites. And we hope that all of you will promote the workshops to potential parent-participants once the schedule of times and locations is set.

Please take a few minutes to complete the enclosed form and return it to The Center for Literacy by August 29, 1986. If you would like to discuss the project in greater detail before responding, call me at 382-3859 during the week of August 25th. I look forward to our future communications.

Sincerely,

Becky Eno

Becky Eno
Educational Counselor

BE:kmb

THE CENTER FOR LITERACY, INC.
3723 Chestnut Street
Philadelphia, Pennsylvania 19104
(215) 382-3700

"The Family That Reads Together"

AGENCY INTEREST SURVEY

Please check those statements which apply to your program.
Thank you for returning this survey by August 29, 1986.

____ We would like to host one of the parent workshops.
Site address, if different from agency address:

_____

____ We know some parents who may be interested in attending the workshops. (Estimate how many, if possible:_____.)
Please send us the workshop schedule and any other pertinent information as it develops.

____ We would like to refer some of the parents we work with to CFL's adult literacy program. Please:

____ call us with more information.

____ send us more information.

Comments:

Agency _____

Address _____

_____

Contact person _____

Phone # _____

Best time(s) to contact _____

THANK YOU VERY MUCH FOR YOUR COOPERATION!!

Appendix B

Center For Literacy

January 5, 1987

Dear Friends:

During the next four months, the Center for Literacy will present "Family Read-Together" workshops at nine locations throughout Philadelphia. Enclosed is a flier which briefly explains the workshop. We hope that you will post this information in a strategic spot and that you will encourage appropriate (ie., low- or non-reading) parents to attend. Some additional details about the workshops which you may want to pass on to potential participants are included below.

We will talk about:

- ways to practice reading children's books aloud
- which children's books are easy to read
- what works and what doesn't work when reading to kids

We will also:

- meet with a children's librarian
- pick out library books and practice reading them
- get library cards (if you don't already have one)

If you'd like more fliers to post, please call me at 382-3859, or feel free to duplicate them yourself, if you prefer.

Thanks very much for your cooperation and support!

Sincerely,

Becky Eno

Becky Eno
Project Coordinator

3723 CHESTNUT STREET / PHILADELPHIA / PA / 19104-3189 / (215) 382-3700

"Read to me!!"

Do you want to read to your children?

Is reading hard for you?

Are you tired of making excuses -
to your children and to yourself?

COME TO A FAMILY READ-TOGETHER WORKSHOP!

Parents, grandparents, and other adults
who take care of children are welcome.

COME TO THE WORKSHOP THAT IS BEST FOR YOU:

January	13 (Tues.)	6-8pm.	Spectrum Health Services 5619-23 Vine St.
	16 (Fri.)	12-2pm.	Community College of Phila. St. James Episcopal Church 6838 Woodland Ave.
February	10 (Tues.)	10-12 noon	Lutheran Settlement House Women's Program 1340 Frankford Ave.
	26 (Thurs.)	10-12 noon	Germantown Women's Ed. Project Wissahickon Boys & Girls Club Morris & Coulter Sts.
March	2 (Mon.)	6-8pm.	Mid-City YWCA 2027 Chestnut St.
	17 (Tues.)	3:30-5:30pm.	North Light, Inc. 175 Green Lane
	25 (Wed.)	10-12 noon	Institute for Learning 1427 Catharine St.
April	8 (Wed.)	9-11am.	Fairhill Elementary School 6th & Somerset Sts.
	29 (Wed.)	7-9pm.	Frankford YWCA 4700 Leiper St.

A visit to the local library will follow each workshop.

*** Workshops presented by the Center for Literacy ***
in cooperation with the Free Library of Philadelphia

For more information, call Becky Eno at 382-3859.

FREE LIBRARY OF PHILADELPHIA
OFFICE OF WORK WITH CHILDREN

"The Family That Reads Together"
Center for Literacy Workshops

Schedule at The Free Library of Philadelphia

Date	Time	Location
January 27 1987 (Tues.)	6:00 P.M. - 8:00 P.M.	West Philadelphia Regional Library (Spectrum Health Services) Contact: Viola Jones, Head Children's Dept. 823-7422
January 30 (Fri.)	12:00 Noon - 2:00 P.M.	Paschalville Branch (Community College of Philadelphia) Contact: Frank Ferguson, Branch Head 729-4332
February 18 (Wed.)	10:00 A.M. - 12:00 Noon	Kensington Branch (Lutheran Settlement House) Contact: Margaret Plotkin, Branch Head 739-4063
March 12 (Thurs.)	10:00 A.M. - 12:00 Noon	Falls of Schuylkill Branch (Germantown Women's Ed.) Contact: Winston Moody, Branch Head 844-8835
March 16 (Mon.)	6:00 P.M. - 8:00 P.M.	Central Library - Children's Department (Mid-City YWCA) Contact: Hedra Peterman, Head Central Children's Department 686-5369
March 31 (Tues.)	3:30 P.M. - 5:30 P.M.	Roxborough Branch (North Light, Inc.) Contact: Natalie Baldwin, Northwest Area Children's Specialist 843-9809
April 1 (Wed.)	10:00 A.M. - 12:00 Noon	South Philadelphia Branch (Institute For Learning) Contact: Nicole Wilson, Children's Librarian 468-3299
April 22 (Wed.)	9:00 A.M. - 11:00 A.M.	Lehigh Avenue Branch (Fairhill School) Contact: Symme Benoff, Branch Head 686-1994 or Barbara Baumgartner, North Area Children's Specialist 686-5418
May 13 (Wed.)	7:00 P.M. - 9:00 P.M.	Frankford Branch (Frankford YWCA) Contact: Constance Deasy, Children's Librarian 289-0530

FP:cg

Appendix C

Useful Resources

May Hill Arbuthnot; Children's Reading in the Home; Scott, Foresman and Co.; 1969

Erma Bombeck; "How to Encourage Your Child to Read"; the "Power of the Printed Word" series; International Paper Co.; 1984

Marilyn Cochran-Smith; The Making of a Reader; 1984

Carol Cox; Sharing Books with Babies: A Program for Parents; unpublished manuscript; 1984

Bob Greene; "'I Just Want to Read to My Granddaughter'"; 50 Plus; December, 1984

Joanne Healy; How to Organize a Parents and Tots Reading Program in Your Community and Storyteller's Guide; Literacy Council of Alaska, Fairbanks; 1986

Betsy Hearne; Choosing Books for Children: A Common Sense Guide; Delacorte Press; 1981

Shirley Brice Heath; "What No Bedtime Story Means: Narrative Skills at Home and School"; Language in Society 11:1

Nancy Larrick; A Parent's Guide to Children's Literature; Doubleday & Co., Inc.; 1964

John Lautenschlager and Karl V. Hertz; "Inexpensive, Worthwhile, Educational - Parents Reading to Children"; The Reading Teacher; October 1984

Denny Taylor; Family Literacy: Young Children Learning to Read and Write; Heinemann Educational Books Ltd.; 1983

Jim Trelease; The Read-Aloud Handbook; Penguin Books; 1979

Appendix D

Workshop Materials

FAMILY READ - TOGETHER

INFORMATION SHEET

Name _____

Address _____

_____

Phone _____

1. How did you find out about this workshop?
   - ____ Child's pre-school or daycare center
   - ____ Family health or counseling center
   - ____ Adult reading or ABE program
   - ____ Community center
   - ____ _____

2. Do you have a library card? Yes No

3. Do you borrow children's books from the Free Library?
   Yes - often Yes - sometimes No

4. Will you be joining us at the _____ Library
   at _____ on _____?

   Yes No

5. Are you enrolled in an adult education program?
   Yes No

6. Are you interested in joining an adult education program?
   Yes No

THE FREE LIBRARY OF PHILADELPHIA
KENSINGTON BRANCH

READING WITH YOUR PRESCHOOL CHILD

Concept books

P.D. Eastman	The alphabet book
Thomas Matthiesen	ABC, an alphabet book
Tana Hoban	1, 2, 3
Bill Gillham	Let's look for numbers
Molly Bang	Ten, nine, eight
Maurice Sendak	One was Johnny
Bill Martin	Brown bear, brown bear, what do you see?
Tana Hoban	Round & round & round

Books of participation and thought

Tana Hoban	I read signs and I read symbols
Peggy Parish	I can -- can you? (Four levels)
Miki Yektai	Sun rain

Mother Goose

Tomie de Paola	Tomie de Paola's Mother Goose
William Joyce	Mother Goose
Rodney Peppé	The house that Jack built
Steven Kellogg	There was an old woman

Wordless or nearly so

John Goodall	Creepy castle and Paddy Pork's holiday
Peter Spier	Noah's Ark
Nancy Tafuri	Early morning in the barn and Rabbit's morning
Tana Hoban	One little kitten
Ann Jonas	Two bear cubs
Margaret Wise Brown	Goodnight Moon
Charlotte Pomerantz	Where's the bear?
Pat Hutchins	Rosie's walk
Tomie De Paola	The hunter and the animals
Raymond Briggs	The snowman

Easy readers

Else Minarik	Little Bear
Arnold Lobel	Frog and Toad are friends
Mary Blount Christian	Swamp monsters
Joanna Cole	Bony-Legs
Caron Cohen	Sally Ann Thunder Ann Whirlwind Crockett
Berniece Freschet	Porcupine baby
Jean Bethell	Bathtime

27
list compiled by Margaret Plotkin

THE FREE LIBRARY OF PHILADELPHIA
KENSINGTON BRANCH

READING WITH YOUR PRESCHOOL CHILD
PAGE 2

Easy picture books

Gabrielle Vincent	Bravo, Ernest and Celestine
H.A. Rey	Curious George
Feodor Rojanovsky	Animals on the farm
Alice and Martin Provensen	The year at Maple Hill Farm
Ezra Jack Keats	The snowy day
Albert Lamorisse	The red balloon
Shigeo Watanabe	What a good lunch!
Ruth Krauss	The carrot seed

Harder picture books

Judy Dunn	The little puppy
Ina Friedman	How my parents learned to eat
James Marshall	The cut-ups
Russell Hoban	Bread and jam for Frances
Harry Allard	The Stupids have a ball
Graham Oakley	The church cat abroad

Parent-Teacher collection

Jim Trelease	The read-aloud handbook
Margaret Mary Kimmell	For reading out loud!
Nancy Larrick	A parent's guide to children's reading
Betsy Hearne	Choosing books for children
Kate McMullen	How to choose good books for kids
Marion Grayson	Let's do fingerplays
Ann Cole	I saw a purple cow
	The Reader's Digest children's songbook

Books to help with specific issues, such as a new baby, going to school, child abuse, or what to do on a rainy day!

Some Picture Books About Black Children

(Available at the Free Library of Philadelphia)

Notes: 1. This is not a complete list.
2. The list is not meant to imply either that black children should read these books or that only black children would enjoy them. The list is only to be used as a starting point for parents or teachers who would like to provide any children with a more balanced picture of story book characters.

* means that the book is quite easy to read.

All the Colors of the Race by Arnold Adoff, Lothrop,Lee & Shepard, 1982

* Shawn Goes to School by Petronella Breinberg, Crowell, 1973

* Just Us Women by Jeannette Caines, Harper & Row, 1982

Window Wishing by Jeannette Caines, Harper, & Row, 1980

* Everett Anderson's Nine Month Long by Lucille Clifton, Holt, Rinehart & Winston, 1978

* My Friend Jacob by Lucille Clifton, Dutton, 1980

* Alex and Ray by Mary Dickinson, Deutsch, 1981

Jambo Means Hello: Swahili Alphabet Book by Muriel Feelings, Dial, 1974

* Me and Neesie by Eloise Greenfield, Crowell, 1975

She Come Bringing Me that Little Baby Girl by Eloise Greenfield, Lippincott, 1974

* Sam by Ann Herbert-Scott, McGraw-Hill, 1967

* Ben's Trumpet by Rachel Isadora, Greenwillow, 1979

Apt. 3 by Ezra Jack Keats, Macmillian, 1971

* Goggles by Ezra Jack Keats, Macmillian, 1969

A Letter for Amy by Ezra Jack Keats, Harper & Row, 1968

Louie by Ezra Jack Keats, Greenwillow, 1975

* The Snowy Day by Ezra Jack Keats, Viking, 1962

* Whistle for Willie by Ezra Jack Keats, Viking, 1964

Me Day by Joan M. Lexau, Dial, 1971

Stevie by John Steptoe, Harper & Row, 1969

* I'm Glad I'M Me by Elberta Stone, G.P. Putnam's Sons, 1971

Walk Home Tired, Billy Jenkins by Ianthe Thomas, Harper & Row, 1974

Willie Blows a Mean Horn by Ianthe Thomas, Harper & Row, 1981

Ty's One-Man Band by Mildred Pitts Walter, Four Winds, 1980

THE FREE LIBRARY OF PHILADELPHIA

OFFICE OF WORK WITH CHILDREN

A SELECTION OF BOOKS TO USE WITH SPANISH-AMERICAN CHILDREN

Picture Books and Easy Reading

j	Belpré, Pura	Santiago
jE	Blue, Rose	I am here; Yo estoy aqui
jE	Felt, Sue	Rosa-Too-Little
jE	Keats, Ezra Jack	My dog is lost
jE	Lewis, Thomas	Hill of fire
jE	Talbot, Toby	I am Maria

Folktales

jE 398.4 B418o	Belpré, Pura	Oté; a Puerto Rican folktale
jE 398.4 B418p2	Belpré, Pura	Perez and Martina
j398.2 B418r	Belpré, Pura	The Rainbow-colored horse
j398.4 B418t	Belpré, Pura	The Tiger and the rabbit; and other tales (see "The Bed")
j398.4 C374j	Chardiet, Bernice	Juan Bobo and the pig

Poetry, Songs and Games

j811 P7697t	Pomerantz, Charlotte	The Tamarindo puppy & other poems
j784.624 P933p	Prieto, Mariana	Play it in Spanish; Spanish games and folk songs for children
j398.8 Sa57g	Sandoval, Ruben	Games, games, games—Juegos, juegos, juegos; Chicano children at play
j398.809 T638p		Tortillitas para mama and other nursery rhymes / Spanish and English
j784.624 Y92f	Yurchenco, Henrietta	A Fiesta of folk songs from Spain and Latin America

4/87 Compiled by Barbara Baumgartner

FAMILY READ - TOGETHER

WORKSHOP EVALUATION

1. Did you find this workshop useful?

   Very useful Somewhat useful Not useful

2. Do you think you will use the booklet after today?

   Yes No Not sure

3. What were the best parts of the workshop for you?

   ____ New ideas about reading to children
   ____ The booklet and other materials
   ____ The children's books
   ____ Tips on how to practice reading out loud
   ____ Talking with other parents

   ____ _____

   ____ _____

   ____ _____

4. Do you already read to your child?

   Yes - often Yes - sometimes No

5. Did this workshop make you feel better about reading to your child?

   Yes No

6. Do you think you will read to your child more often now?

   Yes No Not sure

THANK YOU VERY MUCH FOR YOUR HELP!